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| **Achievement Indicators** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |  |  |
| ☑ Follows two-step directions showing understanding (phase 2)Unit 1)  ☑ Recognizes some beginning sounds in one syllable words from poems, rhymes and songs. (Phase 2)  ☑ Recognizes high frequency words in sentences, in poems, rhymes and songs. (Phase 2) |  |  | **New games stations:** 1.Learning to sequence  2. Picture rhymes  3. Forma parejas  4. Lottery game |  |  |  |  |
| ☑ Uses learnt structures to communicate in daily interactions (I/we went to, I am going to, ). (Phase 2)  ☑ Gives examples of words with the beginning sound requested. (Phase 2) | Dice game:  “I went to…”  Introduce predictable chart: Monday Monday what did I see?  Introduce sound /b/ |  | Concentric circle  ½ groups 20 min  who-where-what  (Recess week)  (Introduce with whom voc.) |  |  |  |  |
| ☑ Locate familiar visual texts in magazines, advertising, catalogues and connect them with associated products (phase 1) (codes-unit 1) |  |  |  |  |  |  |  |
| ☑Identifies some parts of the book(title-author-illustrator-from front cover- back cover ) (Phase 1)  ☑ Responds actively to read aloud situations (makes predictions). (Phase 2)  ☑ Reads and understands high-frequency words. (Phase 1) | Cookies week  Simple reading and on Monday send homework about children´s daily activities  “I went to…” | Complete the chart:  *Who-where-what* collecting the whole week activities children did. | Fill out the weekend chart but only on Mondays  Differentiated reading  Fabio |  |  |  |  |
| ☑”Writes” assigning meaning to messages. (Phase 1) (My Weekend: who, where and what) |  |  |  |  |  |  |  |
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